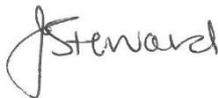




BEHAVIOUR POLICY (including written statement of behavior principles)

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| Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School | |
| On | 15 th July 2021 |
| Chair of Governors |  |
| Head Teacher |  |
| Last updated | 15 th July 2021 |
| Review | 15 th July 2022 |

Be all that you can be...



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Interim adjustments due to COVID19:

Whilst our normal behaviour policy remains in action and will be followed wherever possible, interim amendments are necessary.

DfE guidance, issued on May 15th 2020, outlines the following:

- It is important for schools to be calm and disciplined environments, where everyone follows the rules.
- Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines
- It should also include appropriate consequences (such as sanctions and rewards), so that staff can ensure pupils understand them and can enforce them rigorously
- The disciplinary powers that schools currently have, including exclusion, remain in place
- Schools will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour

Rules & Routines:

- The school has adjusted its normal rules and routines to reflect government guidance on protective measures
- The new rules and routines, specific to Sheringham Community Primary School & Nursery, can be accessed via the school's risk assessment
- The new rules and routines will require regular reinforcement, teaching and good modelling by adults
- The new rules and routines will be rewarded and sanctioned in the same way as the usual school rules and routines
- Safety is always the highest priority when enforcing rules and routines. The new rules and routines are to help ensure the safety of everyone within the setting. Regular, deliberate, or serious breaches of any school rules & routines will be treated very seriously.

Exclusions

- Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The DfE expect schools who have permanently excluded a pupil to work with parents or carers and the local authority to arrange a place at an alternative

educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

Reasonable adjustments when implementing new rules:

Some children will be in school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, counsellors **and in school services where available**. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

Behaviour Policy

At our school we place a strong emphasis on well-being and we believe that everyone has the right to feel safe, secure and valued when at school. We also understand that different approaches are needed to suit different ages and stages of development. Our policy and practice is created with the understanding that behaviour is a manifestation of feelings, emotions and desires and we need to acknowledge and understand those feelings in order to offer effective support.

This policy, in accordance with guidance and with reference to statutory duties as described in '**Behaviour and discipline in schools; Advice for head teachers and school staff**' (DFE February 2014) will set out how we aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that children participate effectively in learning
- regulate children's conduct.

The aims of this policy are:

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Communicate our vision in supporting our children and each other.
- Create a place where everyone feels nurtured; staff, parents and children.
- Enable children to learn to self-regulate their desires, feelings and emotions
- Ensure that adults consistently model positive behaviours in their interactions with children and with each other.
- Promote self-esteem, self-regulation and positive relationships.
- Ensure that the school's expectations and strategies are widely known, understood and consistently practiced.
- Ensure that the needs and experience of the child are central in all decision making and planning.
- Encourage the involvement of both home and school in the implementation of this policy.
- Promote good learning behaviours, behaviour for safety and positive relationships.

Our school has a central role in the children's social, moral and emotional development just as it does in their academic development. All staff have a responsibility to set a good example by modelling desired behaviour and planning opportunities to develop social and emotional skills. Children bring to school a wide

variety of behaviours based on their experience, differences in home values, personalities, attitudes and parental approaches. Our interactions are always underpinned by our shared values and ethos, made clear in our Staff Code of Conduct Policy.

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Home School Agreement:

The school will communicate policy and expectations to families and carers. The school invites all parents and children to sign a 'Home and School Agreement' when they start at our school, which sets out clearly an informal contract for joint expectations.

Roles and responsibilities

1. The Governing Board

The Curriculum and Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Curriculum and Standards Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

2. The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum and Standards Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Pupil Asset MIS
- The senior leadership team will support staff in responding to behaviour incidents.

4. Parents

Parents are expected to:

- Support their child in adhering to good standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The role of all adults is to:

- consistently model appropriate behaviours.
- create a positive climate with realistic expectations.
- foster a classroom and school community where children feel they belong.
- emphasise the importance of being valued as an individual within the group.
- promote through example: honesty, trust, courage, kindness, compassion, respect, courtesy, risk taking and positive management of emotions.
- ensure children feel nurtured and families feel listened to and supported.
- provide a caring, engaging and effective learning environment that enables children to experience appropriate challenge, excitement and success.
- encourage positive relationships based on kindness, empathy, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, ethnicity, religious belief, race, ability or disability.

- show appreciation of the specific skills children use and the different contribution individuals make to our school.
- give due regard to specific barriers to learning that may have impact on behaviour and plan accordingly.
- use a restorative approach when children need support to make wise choices.
- respond and behave calmly, maintaining a supportive and positive manner. conclude the day positively and start the next day afresh

Planning to support the individual needs of children is the responsibility of the class teacher in accordance with the Teacher Standards:

Sections 5 and 7 of the Teachers' Standards (June 2013)

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Children should be taught appropriate behaviours through:

- their everyday interactions with all adults.
- the routines of the school/classroom i.e. Being greeted on entering school/class, assemblies, special responsibilities and rewards.

- regular PHSE/SEAL themes explored in classes, whole school and year group assemblies.
- exploring and discussing themes that provide challenge and explore differing responses.
- the reading of stories which explore feelings and emotions.
- playing games, role play and drama.
- being given roles of responsibility where they are expected to behave in a positive way.
- individualised plans for specific children to support emotional development and social skills.
- opportunities to discuss issues such as extremism and radicalisation in age appropriate forms, through our Prevent duty of care.

The Classroom:

Staff must always be warm and welcoming. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence, personal initiative and a sense of belonging. Furniture should be arranged to provide an environment conducive to effective and independent learning behaviour, whilst meeting individual's needs and facilitating the use of co-operative learning strategies. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays and feedback / marking should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm, enquiry and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which enable children to learn and play in co-operation with others. Praise should be used to encourage positive attitudes to learning and should refer to the CARES curriculum (see following).

The CARES Curriculum:

- * **Community**
Our children develop a deep sense of belonging and understand how to be responsible and active members of the local community and the wider world
- * **Aspiration**

Our children are ambitious, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work and dedication

* **Resilience**

There is a culture of resilience and reflection, enabling children to understand how to take control of their learning

* **Emotional**

Our children have patience towards others, are emotionally resilient and are willing to talk about their own concerns and feelings

* **Skills and Knowledge**

Our children are equipped with the knowledge and skills necessary to start them on a journey as life-long learners

When help with behaviour is required the adult should aim to have a discussion with the child without peers listening; to avoid the child feeling humiliated. Teachers can ask for guidance from the Nurture Team, SEND Co and Leadership Team.

Due to measures that are necessary in containing the spread of COVID19, classrooms will not always be able to operate in the way that is outlined in this section. Here, new rules and routines should be adhered to.

All around our school:

- Rules and procedures should be designed to make clear to the children how they can achieve good behaviour and should support them in doing so.
- They should be kept to a necessary minimum. (Agreed by the School Council each September.)
- They should be positively stated, telling the children what to do rather than what not to do i.e. 'remember we walk in school', rather than, "don't run!"
- They should be consistently applied and enforced.
- They should promote the idea that every member of the school community has responsibilities and acts as a role model.
- They should be appropriate to the stage and age of the children.
- Children should be involved in the annual review, creation and promotion of new whole school rules.

When Things Are Good:

We emphasise and reinforce positive behaviours by noticing and consistently praising appropriate behaviour. We believe that rewards can have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise. We praise our children in the following ways;

1. In Foundation Stage

Through stamps, stickers, WOW wall comments from parents/carers, staff role play demonstrating behaviour, verbal dialogue with parents and carers.

2. In KS1

Through stickers, house points, verbal or written feedback to parents/carers, time spent at The Patch Community Garden, Rainbow Book and class specific reward schemes.

The Rainbow Book recognises two children from each Y1 and 2 class who have demonstrated excellent behaviour, effort or achievement during the week. A sticker is awarded in assembly, a certificate is given and the whole schools hears about their achievement.

3. In KS2

Through house points, stickers, verbal dialogue with parents and carers, merit stickers,

Silver and Gold Awards and class specific reward schemes.

Merits are awarded each week to those children who show excellent behaviour, reliably give their best efforts, act as a role model for younger children, display kindness, hand in their homework on time and bring in their appropriate games kit. The teacher makes a judgement at the end of each week and where a merit sticker is awarded, these are displayed on a record card. Each time 10 merit stickers are awarded, the child will receive a silver award which is presented in Friday's assembly. Over the 4 years in KS2, it is hoped that children will gain 10 silver awards and will receive a gold award at the end of year 6.

Children with Special Education Needs may have an individualised reward system, in line with their MP3 plan. This should be positive, appropriate and shared with staff, children and families.

When Things Go Wrong:

We aim to use a restorative approach whereby we support children in understanding the impact of their behaviours and in making amends. We understand that behaviour is a way of expressing feelings and that these experiences should be understood and acknowledged.

Prompts which may support this are;

- * I can see you are angry/upset/hurt/worried.....
- * Tell me what happened so I can help.....
- * What were you thinking about when this happened?
- * How are you feeling now?
- * Who else might feel worried/upset/hurt?
- * What can we do to make it better?

Although rewards are central to the encouragement of good behaviour, realistically there are times when there is a need for consequences. This should help children identify what went wrong and how to make it better. A consequence repairs harm and teaches children that they are responsible for their own behaviour. Using consequences also gives a clear support to the school community that negative behaviour will be challenged but supported so that harm is repaired.

- It must be clear how the consequence is linked to the behaviour i.e. drawing on walls may have a consequence of cleaning and washing damage.
- It must be made clear what changes in behaviour are required to avoid future consequences and every opportunity should be given for children to restore positive behaviours.
- Group 'punishment' should be avoided as it is unfair and breeds resentment.
- There should be a clear distinction between minor and major offences.
- Children should understand that the consequence is linked to their behaviour and it is not about 'personalities'; talk about the harm/behaviour not the child i.e. 'When the stone hit Lucy she felt hurt and frightened. Let's help her to feel better'.
- Families of all children concerned are informed when more serious consequences are applied, usually by telephone, as soon as possible.
- If children's behaviour is so unsafe that it poses a risk to themselves or others the school has the right to physically intervene.

When staff are unsure about the most effective type of consequence they should seek advice from another colleague, SendCo, school Inclusion Team, Leadership Team or the Head teacher.

Due to measures that are necessary in containing the spread of COVID19, rewards and consequences may not be applied in the way they usually are and will require some adaptation. Nevertheless, when applying rewards and sanctions, the safety of everybody within the setting will always be given paramount importance.

The Traffic Light System:

Each classroom has, clearly displayed, a traffic light chart, showing red, amber, green, silver and gold levels. Each child begins the day with their name or photo on the green section of the chart. Where they demonstrate excellent learning behaviour or achievement, they may progress to the silver section. For extra special achievements, they may further progress onto the gold section. (this may include achievements made outside school, such as swimming awards, Brownie or Cub badges awarded, etc.)

- If behaviour is inappropriate children are given a verbal warning.
- Where behaviour continues to be inappropriate after two warnings, their name or photograph is moved down to the amber section.
- If it remains there until the next playtime or lunchtime, they will miss 5 minutes of playtime. All staff offer supportive opportunities for children to quickly

move back to green, avoiding missing any playtime. Staff will clearly explain the actions/behaviours they would like to see and positively praise any attempts to make amends.

- If behaviour continues to be inappropriate after a further 2 warnings, the child's name or photograph will move to the red section. Again, every effort should be made to encourage the child to work their way back to amber and ultimately to green.
- If their name remains on red until the next playtime, they will miss all of their playtime (KS1) or go to the time-out room (KS2) where they will discuss their behaviour and its impact with a member of staff and decide what can be done to make amends.
- After the playtime is missed or time-out is completed, the child's name is moved back to green to begin again.
- If a KS2 child is in time-out for 3 times over a half term period, a phone call will be made, inviting the parents in to discuss their child's behaviour and to collectively plan a move towards improving it. This approach is vital in ensuring consistency and sharing responsibility.
- A child should only be moved straight to red on the behaviour chart on a rare occasion.

In extreme circumstances, eg incidents going against our Equalities Policy, violent physical acts or deliberate acts which cause damage to property or deliberate acts related to the potential transmission of COVID 19 such as spitting or coughing directly at a person, the traffic light system may not be appropriate and time out or a detention after school may be deemed necessary, or a fixed term / permanent exclusion, in consultation with parents. In Foundation Stage, where children's behaviour is inappropriate or likely to cause harm to others, they are taken to an agreed quiet place to calm down and reflect. They will receive adult support to describe and discuss their emotions and behaviour and to decide how to make amends.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Time out at break or lunchtime
- After school detention
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour report card

Pupils may be sent to the Headteacher / Deputy Head during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

| | |
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| <p>Level 1:</p> <ul style="list-style-type: none"> • Low-level inter-pupil difficulties • Lack of motivation and effort • Inappropriate low-level behaviour • Inappropriate noise level • Telling lies • Consistent calling out in class • Isolated incident of going out of bounds e.g. leaving the classroom | <p>Sanctioned Approach:</p> <ul style="list-style-type: none"> • Time Out • Parents phone call • Moved to sit elsewhere • Miss 10 minutes play |
| <p>Level 2:</p> <ul style="list-style-type: none"> • Unforeseen or provoked aggression - single slap/kick (not ongoing) • Potentially dangerous play activity, including play fighting • Anti-social behaviour: arguing, swearing at another pupil, name-calling, pushing • Refusing to do work or follow instructions • Inappropriate urinating/soiling • Partial undressing • General non-compliance, becoming more regular • Spitting • Disruptive noise level//abusive language • Deliberate disruption of a group activity | <p>Sanctioned Approach:</p> <ul style="list-style-type: none"> • Behaviour Report Card 2 • Seen by a member of SLT • Lunchtime detention • Made time up after school • Parents called in • Moved to sit elsewhere |
| <p>Level 3:</p> <ul style="list-style-type: none"> • Throwing items • Soiling/Smearing • Unprovoked Aggression • Being involved in a fight • Anti-social behaviour - spitting/undressing/urinating, pinching/scratching, graffiti, exposing private parts, biting, damaging property • Threatening staff verbally or physically • Threatening behaviour towards another pupil • Swearing at an adult • Stealing • Racist, homophobic language • Kicking/hitting a member of staff • Bullying, including cyber-bullying • Regularly refusing to do work or follow instructions • Consistently going out of bounds e.g. leaving the classroom | <p>Sanctioned Approach:</p> <ul style="list-style-type: none"> • Behaviour Report Card 3 • Seen by a member of SLT • Replaced damaged equipment • Internal exclusion • Made time up after school • Moved to sit elsewhere • Parents called in • Monitored by named SLT member |
| <p>Level 4:</p> <ul style="list-style-type: none"> • Leaving the school site | <p>Sanctioned Approach:</p> <p>As above, plus</p> <ul style="list-style-type: none"> • Team around the child meeting and plan. |

Behaviour Report Cards:

For children experiencing difficulties, Behaviour Report Cards provide enhanced structure to the school day, dividing the day into shorter, more manageable blocks. This gives children short, well-defined, structural rewards to work towards and regular fresh starts.

While normal sanctions may be applied where necessary, there should be a positive and restorative approach to applying Behaviour Report Cards, providing a chance for adults to give structured and regular feedback on behaviour, praising good sessions and discussing ones that have been less successful.

There are two levels of behaviour card that are applied in conjunction with the above behaviours and sanctions.

At Level 1, there is no physical Behaviour Report Card. These behaviours will be monitored and managed within class. Concerns, at this level, should be communicated with home by the class teacher where appropriate.

At Level 2, a Behaviour Report Card will be initiated and managed by the class teacher. A Level 2 card is for one week, but can be extended to a second week, upon review by the class teacher, at the end of the first week – two weeks are available for this provision on each card. At the end of the agreed period, a member of the leadership team will review and store on the shared drive.

Parents should be sent a scan of the card at the end of each week. The original is to remain in school.

A Level 3 Behaviour Report Card involves more involvement by the SLT. A member of SLT will sign and comment on a Level 3 card at the end of each day, reviewing at the end of each week. At the end of the agreed period, a member of the leadership team will review and store on the shared drive.

Parents should be sent a scan of the card at the end of each day. The original is to remain in school.

Pupils may be sent to the Headteacher / Deputy Head during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

If a sanction cannot be applied, because of protective measures due to Covid 19, a sanction that does follow the school's protective measures should be chosen instead.

Exclusions:

Exclusions will only be activated as a very last resort. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

A decision to exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare or health of the pupil or others in the school

Physical restraint / Positive handling:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

For an interim period, from June 1st 2020, due to measures that are necessary in containing the spread of COVID19, physical restraint/positive handling will follow the protective measures outlined on the school risk assessment.

Confiscation:

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Lighters / matches
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Off-site behaviour:

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Inclusion Team:

Our Inclusion team includes our Nurture practitioners, Forest school and Horticulture practitioners, ELSA (Emotional Literacy support assistants) workers and Pastoral Teaching Assistant who work with those children who need support with their emotional or social development. We have purpose-built bases for Forest School, horticulture and Nurture (Starfish) where children are supported individually or in small groups to address issues such as; friendships, bereavement, anxiety, changes in family circumstances, transition, resilience etc. Support is offered in response to individual need and is regularly discussed with the inclusion team and class teacher, parents/carers and the child themselves. Behaviours, both within and outside the classroom, are observed, discussed and documented to build up a full picture and allowing individual needs to be assessed. Our children, whose behaviours or poor attachment impact on their ability to learn effectively, are discussed at our inclusion meetings and the best form of support is decided on. They are then offered a place in one of our provisions. Forest School, horticulture and ELSA are weekly sessions. Starfish Nurture class for 4 sessions per week. They are in a very small group supported by 2 adults and take part in structured, play based activities to develop their social and emotional skills. Close contact is maintained with families to offer support and advice, maximising impact. We may also recommend that children access drawing and talking, Lego therapy. Sensory integration activities can be accessed in our sensory room.

Due to measures that are necessary in containing the spread of COVID19, nurture provision will not be always available in the same way as it normally is. Nurturing support that is given takes into account the protective measures outlined in the school's risk assessment.

Bullying:

At our school we regard any type of bullying as totally unacceptable. We define bullying as 'unacceptable behaviour used by an individual or group, repeated over

a sustained period of time, that deliberately hurts another individual or group either physically or emotionally and where there is an imbalance of power of one person or persons over another.' We believe that children must feel free from bullying in the following areas: online bullying, prejudice based behaviours including that relating to SEN, sexual orientation, sex, race, religion and belief, gender reassignment and disability.

We have a specific anti-bullying policy which should be referred to if staff believe bullying is part of or wholly responsible for behaviour issues. Any incidences of bullying are recorded and are discussed with parents/carers at the earliest opportunity and are carefully monitored.

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Special Educational Needs:

Children with Special Educational Needs may have an MP3 plan or a TAC plan (team around the child) which may include support for behaviour. The plan will also include a full pen profile of the child. The process of writing an MP3 or TAC plan is the responsibility of the class teacher in consultation with the SENDCo and other relevant staff. It is a valuable process as, in thinking very carefully about the needs of an individual child, practitioners can make small changes to their classroom

environment or routines which may make a real difference. The aim of the plan is to support a child to access learning and participation in their classroom.

It contains the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Known triggers that lead to escalation to crisis
- Special plans/adaptations to avoid triggers
- Effective responses to triggers
- Frequent review
- Involvement of any other agencies
- The views of the child
- The role of the family
- Key outcomes which are shared with the child and family.

All staff who support the child should be aware of the agreed steps and triggers to maintain consistency of approach. They should also be part of the process of collecting evidence of success and reviewing outcomes. If behaviour escalates and there is harm caused to either children, staff or school property, a record of harm form should be completed and discussed with the SENDCo and Head Teacher.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Working in Partnership with Families:

We give high priority to clear communication and a positive partnership with families since we believe that these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Discussions with families should be held in a private place. If appropriate,

the children themselves should be asked to explain to their parent/carer what the concern may be. Early identification of concerns should be communicated to the head teacher, Send Co and and Inclusion team so that strategies can be discussed and agreed before more formal steps are required. The pastoral teaching assistant may be called upon to support parents either at home, in meetings about their child (FSP) or in accessing external support.

Likewise, it is important that positive behaviour is also reported to families and shared with staff as we recognise that this has long lasting impact. A positive partnership with families is crucial to building trust, developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged, such as attending our half termly drop-in sessions to see children's work or attending a learning cafe to find out more about how children learn in school. This participation assists the development of productive relationships in which families are more likely to engage with if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Pupil transition:

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and positive handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff and applied consistently and fairly
- Exclusions will only be used as a last resort
- Pupils are helped and encouraged to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home and to work together to increase impact, accountability and success

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum and Standards Committee every year.